DOCUMENT RESUME

ED 250 826 EA 017 339

AUTHOR McCormack, Wallace
TITLE How Stayton School District Dramatically Improved Its Test Scores.
INSTITUTION Oregon School Study Council, Eugene.
PUB DATE Nov 84
NOTE 36p.
AVAILABLE FROM Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00; quantity discounts).
PUB TYPE Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT OSSC Bulletin; v28 n3 Nov 1984

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; Administrator Role; Change Strategies; *Curriculum Evaluation; *Educational Improvement; Elementary Education; *Norm Referenced Tests; School Districts; *Scores; *Superintendents; Teacher Administrator Relationship
IDENTIFIERS *Stayton School District 77J OR

ABSTRACT

Without changing teaching methods or asking for additional funds, a small western Oregon elementary school district made dramatic gains in test scores in less than one school year. The superintendent spearheaded a cooperative effort by the district's administrators and teachers to revise the curriculum, beginning by compiling and displaying, in percentile rankings, the district's California Test of Basic Skills (CTBS) scores, and packaging the data in sets of booklets for distribution to teachers. Teachers looked at the district curriculum guides and studied the achievement tests to determine what domains were being tested and when certain items were to be covered during the school year. Then new curriculum guides were prepared. Improvement in the CTBS scores was dramatic: in fall 1983, 16 of the 21 scores were below the 50th percentile; in spring 1984, all 21 scores were above the 50th percentile. Interviews with the school board chairman, two principals, and three teachers confirmed that the most important factor for the improvement was that curriculum instruction and testing were evaluated and brought back into alignment. Other factors included involvement and cooperation by the board, superintendent, principals, and teachers. The appendixes illustrate percentile rating of CTBS scores for each grade, over time, and include a middle school classroom observations worksheet. (MLF)

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Wallace McCormack

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Vol. 28, No. 3

OSSC BULLETIN

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ISSN 0095-6694

Individual Copy $4.00

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Preface

Impressive indeed is the achievement of Stayton's School District 77J in raising its students' test scores from below to above average in just one school year. The superintendent, marshalling data that revealed unacceptably low scores in reading, language, and math at nearly every grade level, spearheaded a cooperative effort by the district's administators and teachers to revise the curriculum. In just a few months time the improvements were dramatic, as the following pages make clear.

This Bulletin was written by Wallace McCormick, who worked for OSSC as a student writer during the summer. Mr. McCormick is a doctoral candidate in the Division of Educational Policy and Management in the University of Oregon's College of Education. We are also indebted to Margarita Donnelly for her assistance in editing this Bulletin.

Philip K. Piele
Executive Secretary

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Introduction

How does a school district let the public know that students are being educated? One of the major differences between industry and schools has to do with their relationship to the market place. With industry, if you asked, "How's business?", the answer would be related to the purchase or nonpurchase of a product. If the same question is asked of public schools, by what measure can the schools respond? A likely response is measurement of student achievement test scores on a test that uses national norms. Test scores are an easy and quantitative means of measuring how well a school district is doing its job.

This Bulletin is not intended to cover all the arguments for or against standardized tests, as there are some legitimate concerns on the part of the public, teachers, administrators, and board members about the efficacy of tests. However, tests have become an important way for the public to know wether schools are doing the job they are being paid to do.

This Bulletin centers on a small western Oregon elementary school district that made dramatic gains in test scores in less than one school year. The process that brought about these gains was started by the superintendent asking the question, "How's business?"

The Problem of Low Scores and the Superintendent's Response

School District 77J in Stayton, Oregon, is an elementary school district with an enrollment of approximatley 730 students. Located southeast of Salem, Stayton is in the midst of Willamette Valley farmland. School District 77J employs 39 teachers, 30 support staff, and 3 administrators with an annual budget in excess of $2.5 million.

The student population is average for Oregon. There are a normal number of special education children and no significant populations of minorities. While Stayton, like much of Oregon, has been experiencing tough economic times, there is nothing in the student population or community that makes Stayton demographically unique.

A Pattern of Low Test Scores

Stayton School District 77J uses the California Test of Basic Skills (CTBS), which yields a reading, math, language and total battery score for each grade level, 2 through 8. The fall scores for 1983 followed a pattern that the superintendent was able to trace back to 1977. This pattern showed that children who attended 77J, especially in the lower elementary grade levels, consistently scored below the 50th percentile. In some cases, especially at the second- and third-grade level, scores were in the 20th and 30th percentile.

The Superintendent Marshalls Data

John Erickson, superintendent of Stayton School District 77J, knew that Stayton students, as a group, were at least average, and that the teachers were experienced. He also knew there was nothing unusual about

the curriculum the district followed. Why then were tests scores so low? Erickson decided to evaluate the district's curriculum by looking at the test scores.

It took several weeks of work, digging through folders and old records, to assemble the fall testing data back to 1977. Once the data were assembled, the next issue was how the information should be displayed. Since normative tests usually present the test scores in three different ways (grade level equivalents, percentile rankings, and stanines), and two of those ways tend to be widely misunderstood (grade level equivalents and stanines), the decision to go with percentile rankings was obvious. But the percentile rankings needed to be displayed in a manner that pointed out the seriousness of the problem. Erickson decided to make the 50th percentile the center line so that scores below that point looked like a deficit and scores above that line looked like a profit, the assumption being that Stayton children should be considered at least average in terms of national norms.

Using this method of graphing, grades 2 through 6 were running a deficit in reading, language, and math. Deficits at those grade levels and in those subjects were the rule rather than the exception since 1977. For example, 47.2 percent of the children in second-grade reading were ranked in the bottom 25 percent of the readers in the United States. In third-grade math 47.2 percent of the children were ranked in the lowest 25 percent of math students in the nation. Looking at the results in terms of quartiles further drives home the question "How's business?"

Erickson compiled the data into three booklets. One packet showed

the scores broken down by subject for each grade level. Another packet broke the scores down by cohort (in other words a sixth-grade teacher could see how the sixth grade as a group had scored when they were in fifth, fourth, third and second grades). The third packet showed the CTBS scores by grade level over a seven-year period, from fall 1977 through the fall testing in 1983. Erickson then gave copies of the packets to teachers at a November staff meeting called for the purpose of looking at the CTBS scores, and asked the question, "How's business?"

The Curriculum Is Revised

The outcome of the meeting was two initial steps the district needed to take in order to improve "business." First, the staff had to accept the responsibility for the students learning the basic skills covered by tests such as the CTBS. Second, there was the more concrete need to bring district curriculum guides and what was actually being taught in the classrooms into alignment.

The need for curriculum alignment was discussed by Erickson in a memo to the Stayton school board.

> The first step is to try to reconcile the purported curriculum (typically found in curriculum guides in closets, drawers, or in old boxes) with the actual instruction provided in classrooms. Teachers, sometimes for very good reasons, simply close their doors and offer whatever instruction is selected for that day. Some children receive marvelous educations this way, but other young people labor in vast wastelands. Systematic improvement requires the alignment of curriculum and actual instruction.
>
> I believe the best way to initiate this task is to ask teachers to describe what they teach and to reflect that actual instruction in the curriculum guide.

The teachers looked at the curriculum guides--comparing them with what items were being taught--and also studied the achievement tests to

determine what domains were being tested and when certain items were to be covered during the school year. Often achievement tests covered material not yet taught in the classroom.

New curriculum guides were ready by mid-January, though the process of examining the curriculum occurred throughout the remainder of the school year. Revising the curriculum also had an unexpected beneficial side effect. Erickson perceived that teachers who were once isolated began to work together in a cooperative manner.

Dramatic Results

The effectiveness of the new curriculum and the work of the Stayton staff were evident when, in July 1984, Erickson received the results of the spring CTBS testing. The improvement in the CTBS scores between fall 1983 and spring 1984 were dramatic. In fall 1983, 16 of the 21 scores were below the 50th percentile. In the CTBS spring testing, 21 out of 21 scores were above the 50th percentile. This means that between the fall and spring tests the average gains were 16.7 percent in reading, 13.8 percent in language, and 27 percent in math. In the second grade, where the fall scores were especially low, the gains were 30 percent in reading, 26 percent in language, and 46 percent in math. The gains at all grade levels are consistent. (An example of percentile ratings for 1977-84 total battery scores for second through eighth grades is included in Appendix A).

Erickson was justified in being euphoric about what had taken place, and his assessment of how the change had occurred was quite clear. Erickson said he was strongly influenced by the effective schools literature (although his question "How's business?" came from

the book Megatrends by Naisbitt.) Realizing that the superintendent's interest is critical if there is to be change, he made test scores the motivator in order to bring about changes in the curriculum. Recognition of the need for improvement is a powerful motivator, and the test scores brought that recognition. Erickson was especially complimentary to the teachers who had reasonably good test scores but who still had a desire to make improvements. He attributes the gain in test scores to (1) the collective effort on the part of teachers, (2) the alignment of the curriculum with what was being taught and tested, and (3) the experience of the students in taking tests.

Erickson pointed out that teaching methods were not changed. In fact, he specifically wanted teachers to maintain a wide range of styles and methods so that students have a broad range of experiences and activities.

Erickson views principals as being instructional leaders rather than managers. Principals should be actively involved with implementation of the curriculum. Erickson also has a positive view of the board's role in helping to bring about change. He referred to the board as "supportive, but tough"; once the board was shown the test scores, they held to the need for improvement and never berated the teachers.

For the future Erickson is worried about maintaining the gains. He is limited in the ability to reward the teachers efforts and is relying on the Valley Educational Consortium's criteria based program for maintaining and improving on the gains that have been made.

Stayton joined the Valley Educational Consortium (VEC) two years

ago. The 1983-84 school year was the first year that 77J became deeply involved in the VEC program of curriculum development. Since this happened concurrently with the improvement on CTBS test scores and since the reaction to the VEC program by teachers and administrators was generally positive, some explanation is needed.

As opposed to the CTBS, which is based upon norms, the VEC program is criteria based. The VEC program attaches a strong assessment system that is aligned with the curriculum. The curriculum is operationally defined; in other words, teachers at each grade level spell out exactly what they think should be covered in a given subject. Test items are developed to test if the curriculum is being mastered. Beginning of the year and midyear tests are essentially diagnostic, intended to help the teacher see what needs to be retaught or covered for the first time.

The actual process is much more complicated than is described here. But the essential feature of the VEC program is that teachers are the ones who build the curriculum, and the tests are based specifically on that curriculum. This process does not occur in a vacuum. Lead teachers for each subject meet with other teachers from other districts working on the same problems. VEC is building a body of curriculum guides and test item pools that are constantly being modified by the teachers who use them.

The results appear to be that children are mastering the basic skills the teachers have identified. This VEC process was taking place while 77J was attempting to realign its curriculum with what was being taught and what the CTBS covered. Based upon the comments of the teachers who have been working with VEC and the CTBS, the VEC curriculum

is considerably broader than what the CTBS covers. It turned out that the existing curriculum had gaps that contributed to low scores on the CTBS. VEC apparently has none of these gaps.

The Viewpoints of Principals, Teachers, and School Board

The Principals

Peter C. Christensen

Peter C. Christensen is principal of the middle school, which covers grades 5 through 8, and was actively involved with the process of curriculum alignment and evaluation. When the teachers were discussing what they were doing in the classroom, Christensen saw his role as gathering information about what was actually occurring and not making value judgments. He participated in the process whereby the teachers created the "Dead Sea scrolls" (large pieces of paper that showed when and where curriculum items were to be covered). During the summer before the 1983-84 school year Christensen had eight teachers focus on skills that should be covered in reading and math and on the question of grouping children by ability. These teachers were paid for ten days of work, and as it turned out, they formed a cadre for change during the coming school year.

Christensen also saw to it that an Effective Schools Committee was formed. Members of this committee were also staff members who brought research reports and articles to staff meetings for discussion purposes. The result of this committee was that teachers themselves were researching and discussing the issue of what makes effective schools.

Christensen also felt it was important to increase his emphasis on instructional observation. He contacted the Northwest Regional Lab and obtained a copy of the Alaskan Effective Schools Project. This information was translated into an observation device (see Appendix B),

that both he and the teachers could use to focus on what makes effective instruction.

During the course of the school year several events helped raise student awareness of certain subjects. One such event was a mathathon involving eight schools. The selection of candidates to represent Stayton brought a lot of enthusiasm. There were also spelling contests, both written and oral.

The fall test scores for Christensen's intermediate school were not terrible, but there were areas of concern and a general feeling that all the scores could be better. In the spring testing, except for seventh-grade language, which virtually stayed the same (at the mid-60th percentile), every test score improved, several dramatically. Christensen attributes the gains to no single factor, but the combination of several contributing factors.

Perhaps the most important factor was that curriculum, instruction, and testing were evaluated and brought back into alignment. The last time Stayton had reviewed its curriculum was three to five years ago. Christensen believes that a review of the curriculum should occur before any new adoption. In this way curriculum will be reviewed regularly, and over a period all the academic areas will be covered. Curriculum alignment should be a continuous process and not just something that occurs when test scores must be improved.

Familiarity with the testing process also aided improvement. The teachers made it a point to have students receive two or three additional opportunities at taking tests with a CTBS type format. This helped eliminate the casual errors that result from a lack of

familiarity with the testing method.

Other factors included the opportunity to communicate importance of the tests to the students, and the altering of teachers' and students' attitudes about academic expectations. An advisor-advisee program enabled teachers to talk with students about student progress and encourage them to do better. Teachers also expressed the concern that perhaps they had not expected enough of the students.

Like Erickson, Christensen wishes he could do more to give recognition to staff members who have helped improve the school's program.

Dave Gentry

Dave Gentry is the principal of the elementary school, covering grades 1 through 4. After the November meeting he formed a school improvement committee that met every two weeks to discuss goals and ways to improve the curriculum and test scores. Gentry believes the meetings resulted in the teachers discussing and sharing their efforts and ideas about school improvement. During the year, reading and math received a special emphasis for a month each. This emphasis took the form of contests and prizes. In this manner, the importance of the tests was communicated to the children in an informal manner.

Gentry's elementary school and Christensen's middle school both sent notices home before the testing. These notices gave the parents tips on how to have children ready for the testing. The tips included such things as being sure their children had a good night's sleep and an adequate breakfast.

Summary of Principals' Viewpoint

The spring scores for both schools were about the same. Both principals followed the direction given by the superintendent and were participants in the process of curriculum alignment. Both also felt that students and parents were made more aware of the importance of the CTBS tests.

Gentry and Christensen also share the view that their role is essentially that of supporting and facilitating the work of the teachers. They see themselves as assistants to the teachers. Christensen summed up his role by saying that his job was to constantly ask the question, "How can I help you?"

The Teachers

Three teachers from Stayton School District were interviewed for this report: Bill Davis, the middle school science teacher, Geri Back, fifth- and eighth-grade reading and math teacher; and Carola Stone, a second-grade teacher.

The teachers' first reaction to the packets of test data distributed at the November 30th meeting was anger. As Back put it, "A lot of us felt it wasn't honest; we felt we had done better than that." For many of the teachers it was the first time they were even aware that a problem existed. What made the shock greater was that previous test scores had always been reported in grade equivalents and did not look as bad as the same scores reported in percentiles. When viewed from a percentile point of view, the results were, as stated by Back, "shocking."

The teachers asked the superintendent to come to a meeting to talk

about some of the feelings and concerns. Back felt the meeting was a way for the teachers to ask, "What can we do to help?" The results of this meeting were generally positive, allowing questions to be answered and some complaints to be heard.

Several concerns about the test were raised by the teachers. Many felt that testing in the fall didn't allow teachers the time to teach anything. Stayton, unlike most of the other schools included in the CTBS norms, did not have a kindergarten program, thus placing their first-grade students at a disadvantage. Another concern had to do with the nature of norm-based testing. Bill Davis noted that many teachers "questioned the importance of the test." Davis went on to say, "The purpose of public instruction is not to derive standardized test scores, it's to teach kids to learn. I don't believe they (CTBS type tests) measure everything kids learn."

As a result of these concerns, it was decided that the test would be administered both fall and spring. Starting with the 1983-84 school year, Stayton would begin planning for a kindergarten program. When faced with the question of the importance of the test, the answer arose from another question: How else are teachers going to prove to the public that they are doing their jobs?

As a first step toward improving the test scores, both the middle and elementary schools began to evaluate their existing curricula, comparing what they taught with what was covered by the test. All the elementary school staff members were involved in this process, while at the middle school eight staff members did the majority of the work and then reported back to the staff.

The teachers were especially concerned with what Stone described as an "alignment of time, not curriculum." The teachers discovered that the existing curriculum did cover most items, but that coverage occurred after the testing dates. This time/curriculum discrepancy resulted in children coming across items on the test they had never seen before. Stone mentioned that some of her second graders had real difficulty finishing a test because they worked too long trying to solve problems on unfamiliar material.

After comparing the existing curriculum, what teachers were actually teaching, and the items the CTBS test covers, the teachers came up with an aligned curriculum.

Another important step toward improving tests scores was to increase awareness on the part of both teacher and student of the importance of achievement on tests. In the past the tests were often treated as a chore that must be performed. Now, however, the spring testing was viewed as an important event. The importance of the test was gently but firmly communicated to the children. Stone wanted "children to enjoy learning and feel nonthreatened."

When the spring test scores came in, the teachers were pleased at the results, but did not attribute the improvement to any one thing. Stone felt the results meant all the hard work had paid off. Davis and Back both felt that the necessity of working together on curriculum matters opened lines of communication between the teachers that were not present before. Davis also believed that an important factor may have simply been an attitude shift by the staff to the effect that "we are more aware of the importance of testing." Back summed it up best when

she said, "A lot of it comes down to the fact that we just made sure we covered everything."

Summary of Teachers' Viewpoint

The impact of the superintendent's data--the way they were presented and the fact that they contradicted the prevailing opinion the teachers had of their effectiveness--was especially powerful. Teachers who thought they were doing a good job found out there was room for improvement. Raising the test scores provided both motivation and focus.

In the staff members' view, their awareness of the importance of the test, their efforts to make sure the curriculum is fully covered during the year, and the extra practice children had at test taking skills were major elements in the improvement of the spring scores.

The Board

Information about the Stayton School Board's view comes from an interview and conversation with board Chairman Gil Stewart. The comments of administrators, teachers, and the board chairman all agree that the Stayton School Board is a group of interested and dedicated people from a wide range of backgrounds. "We've had many differences of opinion, but we've always been able to arrive at a consensus," says Stewart. He also pointed out that, although the superintendent does not get everything he wants, there has never been a major board versus superintendent confrontation.

Erickson distributed the packets of test information at the January board meeting. The board was stunned. "We thought we had a pretty good

school system. Those numbers shocked us." The board expressed some strong concerns about why the administration had not spotted this trend sooner.

At the January and February meetings the board "quite rightly... asked for an explanation." Stewart felt that this questioning let the teachers know that the board was becoming more concerned. One reason given by the teachers for poor performance--that there was no kindergarten--was easy for the board to act upon. The notion of a kindergarten had been batted around by the board, but the poor showing of the primary-grade test scores moved up the decision.

Stewart believes the scores proved to be most helpful because they made people aware that there was a problem. After the results were published in the paper, Stewart had people stopping him in the store and asking, "What is going on?" Another effect of the test scores was that the board became more sophisticated and aware of what you teach and what you test.

A concern of both the board and the teachers was that they would be "teaching to the test." "This is NOT functional to what we want to do," said Stewart. But this concern must be balanced with the view that "it is part of our job as a school system to teach our children how to take tests. Within reason this is a valid educational experience."

Stewart feels that the majority of the teachers in the Stayton district "really care." "Across the board, this is a good staff." As proof of this he pointed out the success of the spring scores. Once made aware of the problem, the teachers made the effort needed to raise the scores. In fact "the scores could become a burden because of the

expectations they create."

The board feels that the district should expect scores in at least the 50th percentile, but it also echos the view stated earlier by Davis: that a lot more was happening in the classroom than CTBS test scores were measuring. The boards believes that the Stayton staff was comprised of competent teachers and administrators. The jump in scores between the fall and spring testing supports their belief in their teachers' abilities, for there were no substantial changes in the program except for teacher interest and involvement.

Conclusion

Here are the basic elements used by Stayton School District to significantly raise test scores.

1. Curriculum Alignment. The teachers became actively involved in examining the curriculum they taught and the CTBS. Accurate curriculum guides were developed, and the teachers made sure they covered the full curriculum.
2. Teacher Involvement. The teachers became very involved in trying to raise test scores.
3. Superintendent Involvement. The superintendent picked the issue, displayed it to achieve maximum impact, and kept the pressure on to achieve results.
4. Test Importance. Once the importance of the test results was communicated to the teachers, it was quickly passed on to parents and students.
5. Test Practice. Students received additional practice at test taking. Teachers showed children how to take tests and built up their experience by giving more tests.
6. Communication. Communication between teachers, about children, and about curriculum increased during the year.
7. Test Results Expressed in Percentiles. The use of grade equivalents hides the real meaning of nationally normed tests. By using percentiles, teachers become aware of how they stand in comparison with the same grade level and same subjects as other schools around the nation.

8. Principal as Helper. The principals were actively involved as curriculum leaders and viewed their role as helping the teacher.

9. Cooperation. Teachers, principals, the superintendent, and the board viewed the effort as one of cooperation. There was never an "us versus them" attitude.

Without changing teaching methods, style, or asking for money, major gains were made on a nationally normed test. The entire district became involved. Based upon the spring test scores, Stayton citizens can be justifiably proud of their schools. When the community looks at the schools to find out "How's business?," they will find the answer to their liking.

Interviews

Geri Back, Teacher, Stayton Middle School, Stayton, Oregon. Interview, August 14, 1984.

Peter C. Christensen, Principal, Stayton Middle School, Stayton, Oregon. Interview August 14, 1984.

Bill Davis, Teacher, Stayton Middle School, Stayton, Oregon. Interview, August 14, 1984.

John Erickson, Superintendent, Stayton School District 77J, Stayton, Oregon. Interview, July 27 and August 14, 1984.

Dave Gentry, Principal, Stayton Elementary School, Stayton, Oregon. Interview, August 14, 1984.

Del Schalock, Executive Director, Valley Educational Consortium, ???, Oregon. Interview, July 20, 1984.

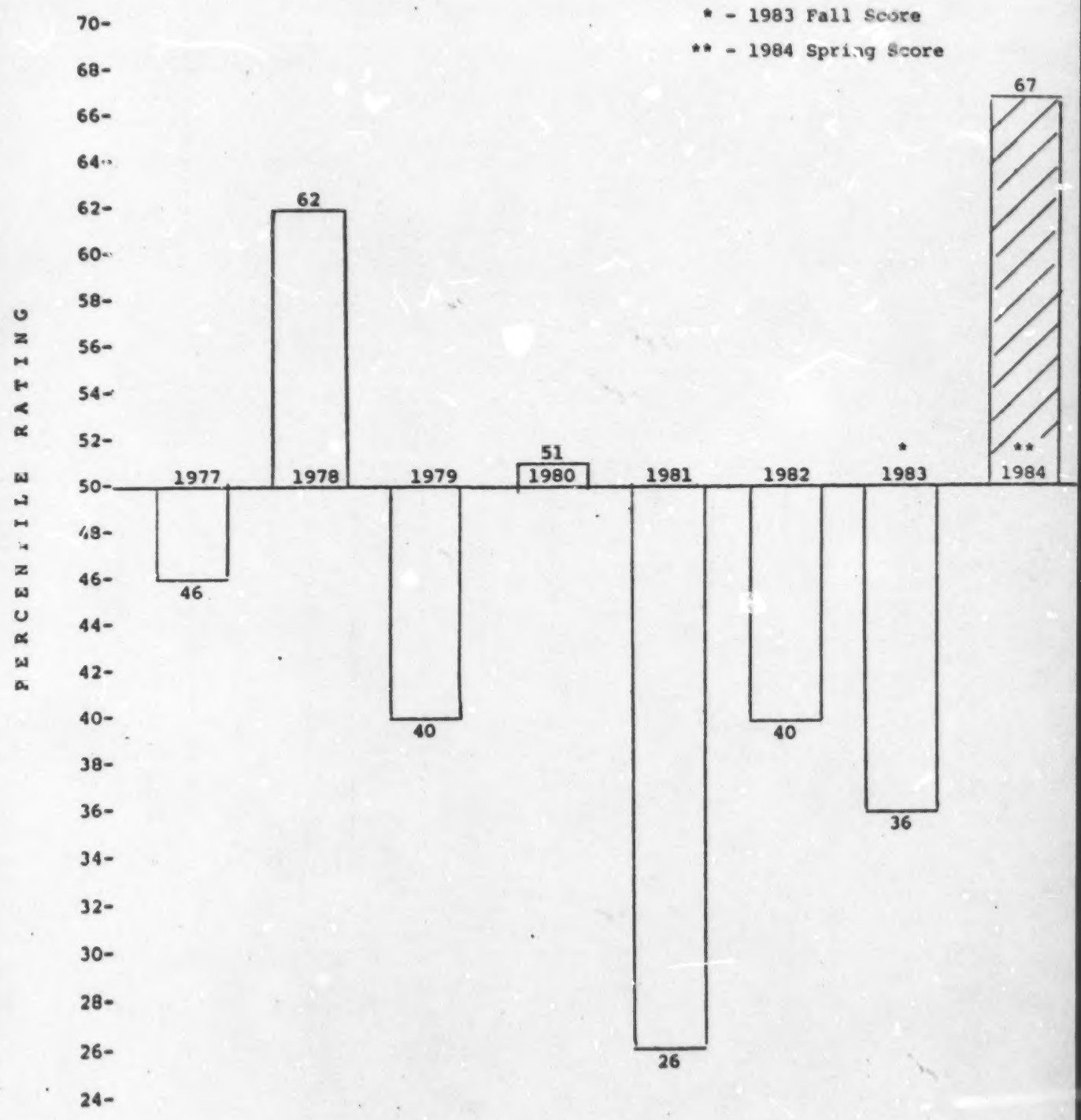
Gil Stewart, Stayton School Board Chairman, Stayton, Oregon. Interview, August 14, 1984.

Carola Stone, Teacher, Stayton Elementary, Stayton, Oregon. Interview, August 14, 1984.

Appendix A

CTBS Scores by Grade (Over Time)

Total Battery - 2nd Grade



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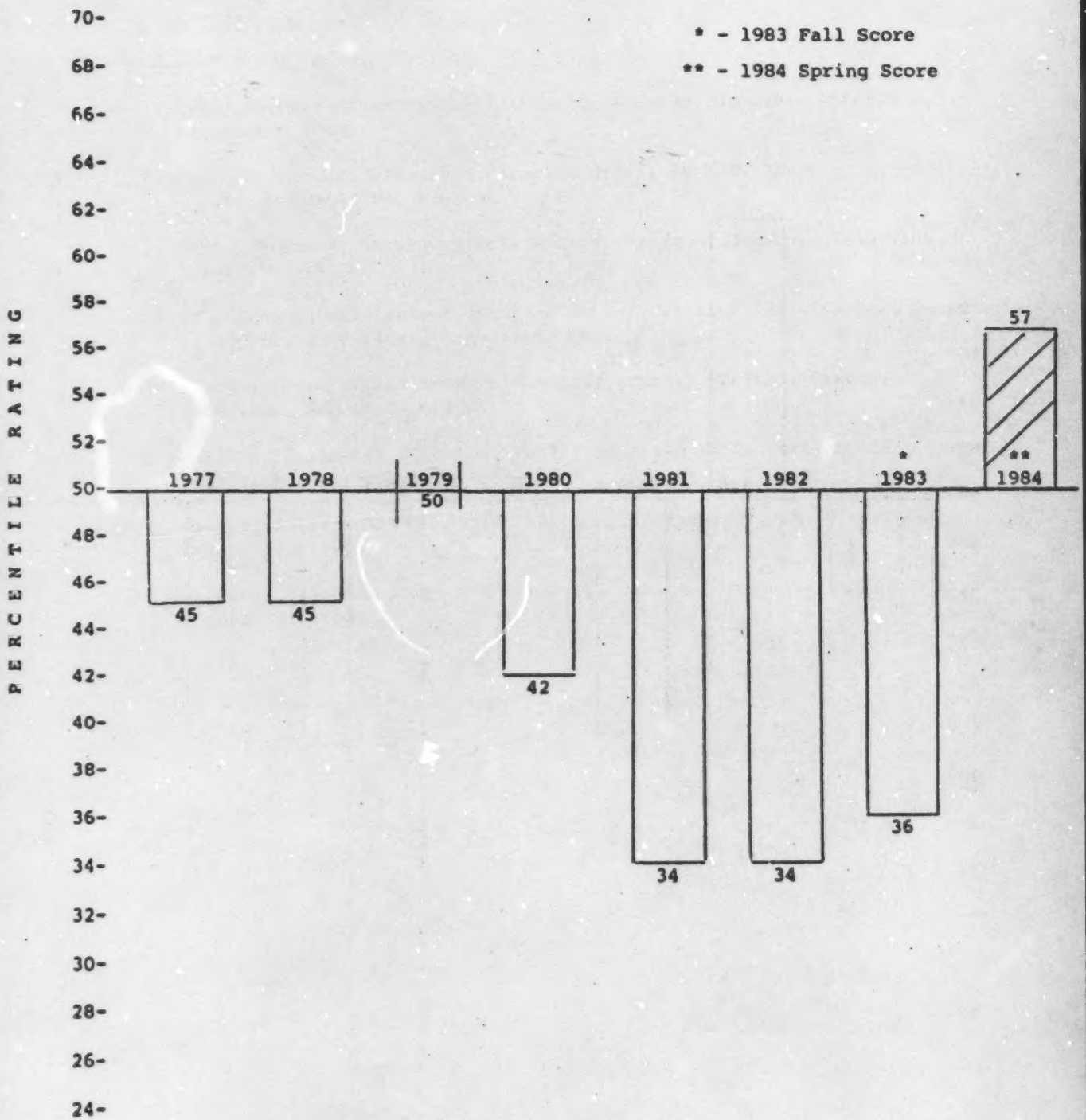
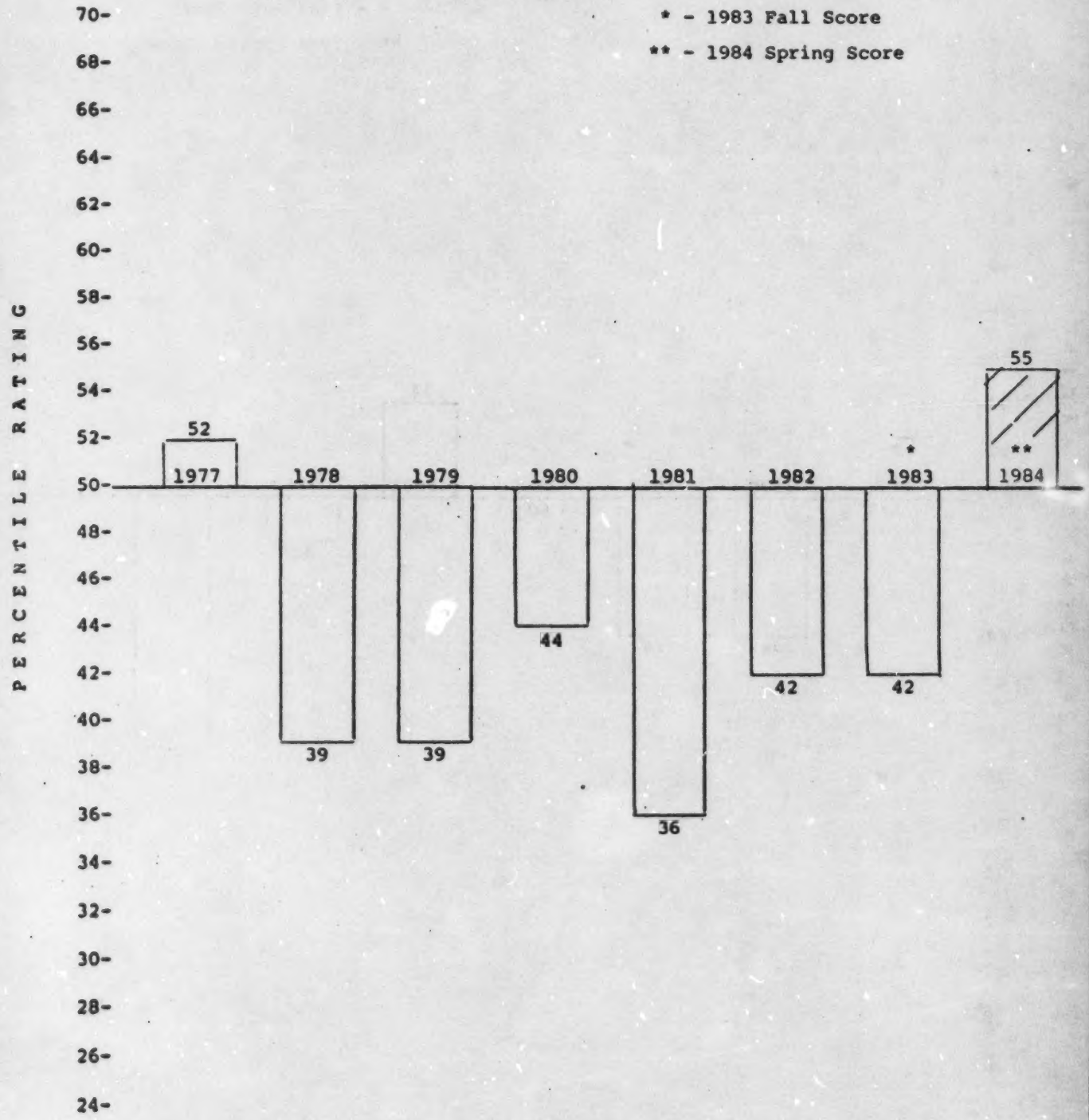
CTBS Scores by Grade (Over Time)

Total Battery - 3rd Grade



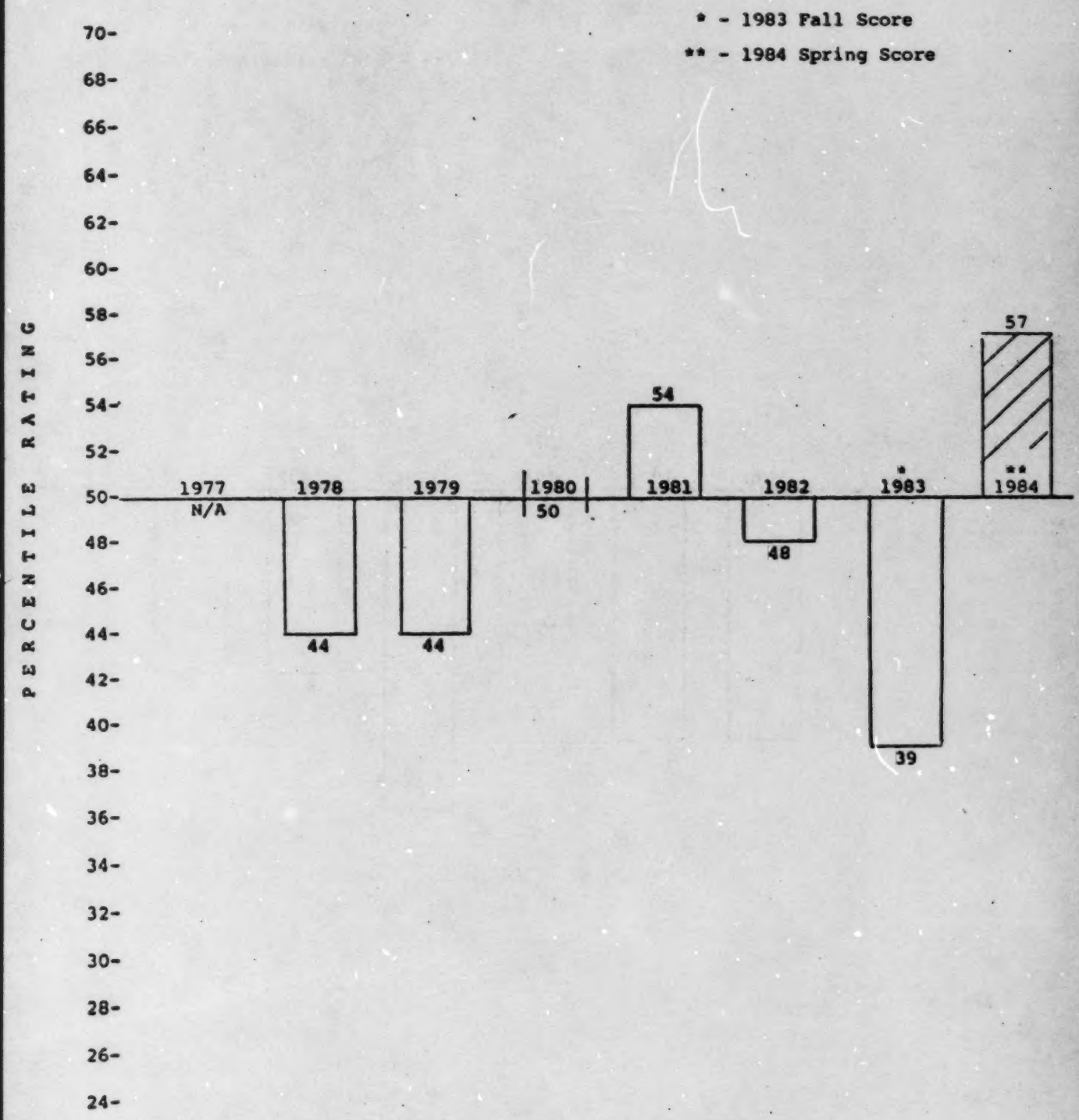
CTBS Scores by Grade (Over Time)

Total Battery - 4th Grade



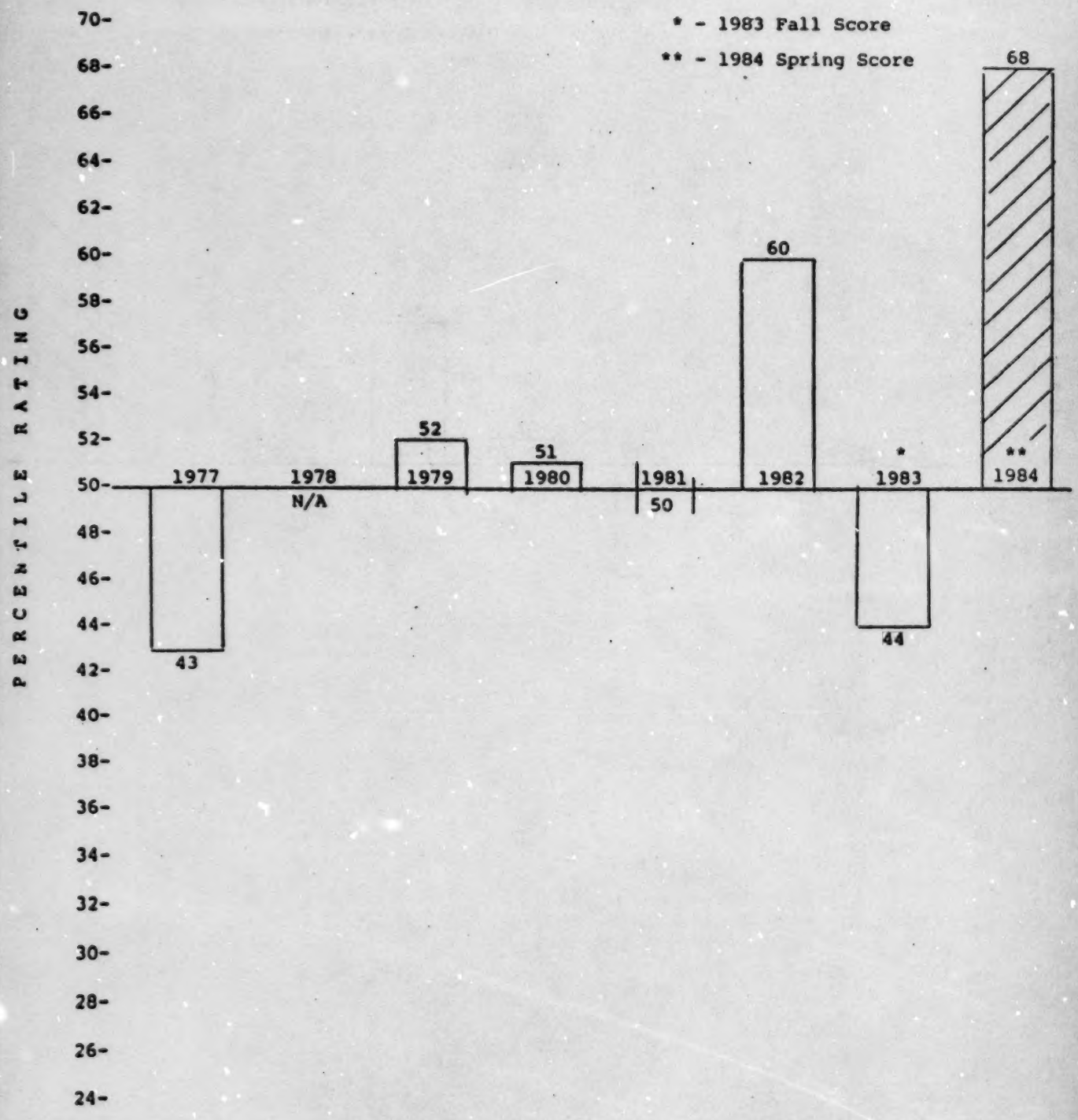
CTBS Scores by Grade (Over Time)

Total Battery - 5th Grade



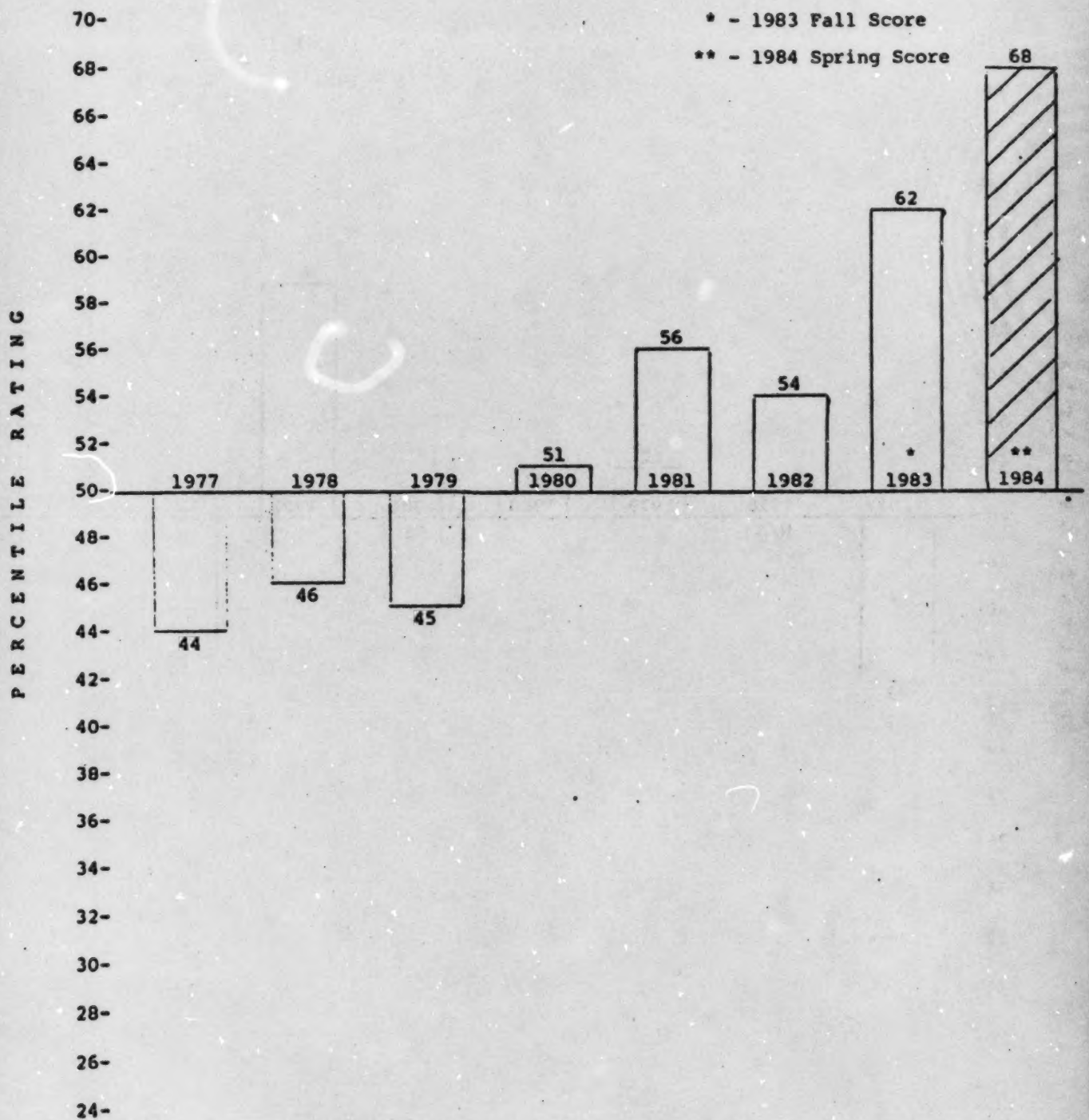
CTBS Scores by Grade (Over Time)

Total Battery - 6th Grade



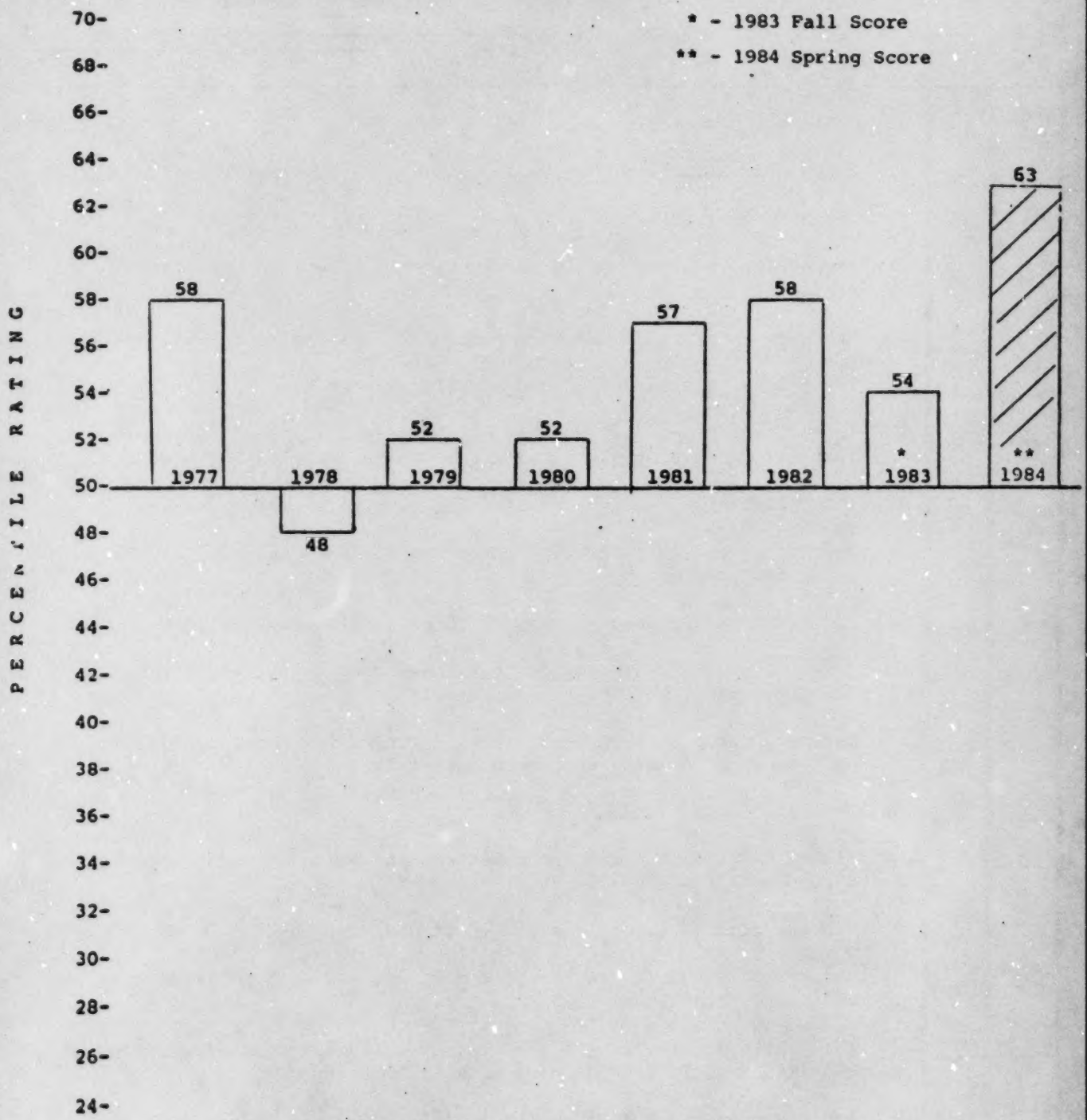
CTBS Scores by Grade (Over Time)

Total Battery - 7th Grade



CTBS Scores by Grade (Over Time)

Total Battery - 8th Grade



Appendix B

STAYTON MIDDLE SCHOOL

CLASSROOM OBSERVATIONS WORKSHEET

TEACHER_____

PERIOD_____

DATE_____

YES	NO	NUMBER	
		1.	Class rules posted.
		2.	Class begins on time - at tardy bell - with a purpose.
		3.	Teacher takes roll.
		4.	The objective of the day's instruction is clear and explained to students.
		5.	Students understand what is expected and are ready to learn the lesson.
		6.	The teacher has materials and supplies needed for the class.
		7.	The introduction (set) relates the lesson to the student's prior learning and explains why the lesson is relevant to the student.
		8.	Instruction is clearly presented and relates to the objective.
		9.	Teacher uses regular review of the key concepts and skills to check on student retention.
		10.	Teacher uses auditory and visual channels of communications.
		11.	Instructional strategies and techniques are appropriate for the developmmental level of the students.
		12.	Teacher uses a variety of strategies (including lecture, Q-A, paired or groups, seat work, etc.) and materials.
		13.	Teacher is organized.
		14.	Teacher asks clear, concise questions and makes sureall students have a chance to respond.
		15.	Teacher adjusts lesson based upon student responses.
		16.	Teacher provides frequent opportunity for students to raise questions and answer questions.
		17.	Each child interacts with the teacher. Teacher communicates encouragement and support to students.
		18.	Teacher provides guided practice of lesson with monitoring.
		19.	Teacher moves around class to monitor and interact.
		20.	Teacher adjusts as needed and provides help where needed.

STAYTON MIDDLE SCHOOL
CLASSROOM OBSERVATIONS WORKSHEET

TEACHER_____

PERIOD_____

DATE_____

YES	NO	NUMBER	
		21.	Teacher gives frequent feedback to students; praises or corrects as needed.
		22.	Teacher allocates class time for instruction and learning.
		23.	Teacher sets a brisk pace for instruction.
		24.	Teacher has high expectations for student achievement.
		25.	Students are quiet and attentive.
		26.	The teacher selects tasks for high rate of student success.
		27.	Teacher assigns homework students can successfully complete.
		28.	Homework directions are clear and are both written and stated.
		29.	Students do not work independently until successful at guided practice.
		30.	Teacher lets students know they really care about students.
		31.	Students follow classroom and school rules.
		32.	Teacher applies assertive discipline consistently and quickly when appropriate.
		33.	Students are warned once and disciplined if additional wrong behaviors.
		34.	Teacher comments focus on student behaviors, not on personality.
		35.	Classroom is attractive and stimulating, and clear.
		36.	Instruction and learning continue to the end of the period.
		37.	Students dimissed by teacher at end of period.

STAYTON MIDDLE SCHOOL
CLASSROOM OBSERVATIONS WORKSHEET

TEACHER _____

PERIOD _____

DATE _____

YES	NO	NUMBER	
		38.	Did the teacher contact most students? Who was not contacted?
		39.	Did students need help that did not receive it?
		40.	Did the teacher interact more with certain groups or areas of the room?
		41.	What suggestions would be helpful for improving the instruction in this lesson?
		42.	What were the strongest points of this lesson?
		43.	Other comments:

STAYTON MIDDLE SCHOOL

CLASSROOM OBSERVATION BRIEFING

TEACHER_____

OBSERVATION PERIOD_____

DATE_____

1. TEACHER GOALS

   a)

   b)

   c)

   d)

   e)

   f)

   g)

2. LESSON OBJECTIVES

   a)

   b)

   c)

   d)

3. SCOPE AND SEQUENCE - What parts does this lesson teach?

   a)

   b)

   c)

4. I would like for you to look for:/make suggestions for:

   a)

   b)

   c)

   d)

   e)

(10/25/83)